
Interpersonal Communication Skills for Frontline Workers

Trainer's Manual
2015



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Joumana Kalot

Center for Public Health Practice

Faculty of Health Sciences

American University of Beirut

Introduction

Within the framework of the partnership between the Center for Public Health Practice at Faculty of Health Sciences at the American University of Beirut (AUB) and the United Nations Children's Fund (UNICEF) in Beirut, a training package on Interpersonal Communication for Behavior Change” was developed for enhancing the capacities of governmental institutions and non-governmental organizations working in the field of humanitarian response to crises, to work more effectively with local communities to develop and implement educational activities that contribute to behavior change.

The training package is composed of the following:

- A reference guide that contains information on all aspects of behavior change communication in humanitarian crises, including concepts, methodologies, and related considerations.
- A Training manual that will support trainers to train field workers on content of the reference guide.
- A toolkit that contains supportive material that compliments the reference guide. It provides field workers with a set of tools that they can use when implementing behavior change communication activities, including techniques that help stimulate participation in awareness sessions and facilitate the process of raising awareness and addressing all issues effectively.

This training manual is designed to be a practical reference for trainers conducting workshops related to interpersonal communication for behavior change. It aims to clarify and specify the role of trainers prior to, during, and after workshops, by providing a list of all the preparatory steps along with a detailed outline of the training session, in addition to all the necessary documents and references.

Trainers must determine the priorities for training within their organization and adapt the program accordingly. In addition, trainers cannot rely solely on this manual and is advised to review and apply the additional resources provided in the training package.

We hope that this manual contributes to providing proper guidance for trainers conducting training workshops in the various areas of behavior change communication, which in turn will have a positive impact in activating the role of government institutions and NGOs in responding to crises.

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A- First day

- Opening session
- Session 1: Communication for behavior change
- Session 2: Personal communication
- Session 3: Personal communication

B- Second day

- Session 4: Concepts and tools for community mobilization
- Session 5: Adult learning and active/interactive methods
- Session 6: Planning, implementation, and evaluation of awareness sessions

C- Third day

- Session 7: Planning, implementation, and assessment of house visits
- Session 8: Simulation of roles by participants
- Session 9: Simulation of roles for management of awareness sessions

D- Fourth day

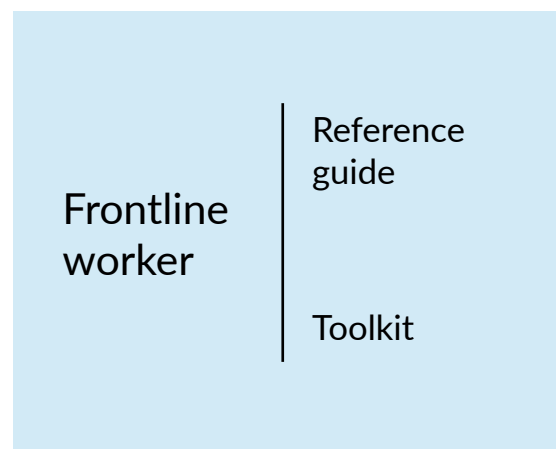
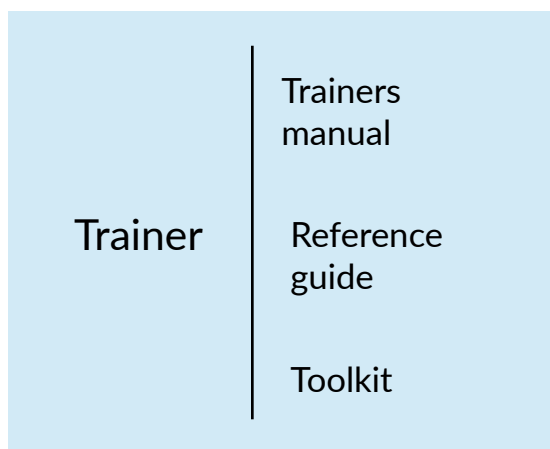
- Session 10: Simulation of house visits
- Session 11: Simulation for community mobilization
- Session 12: Future work plans
- Closing Session

Purpose of Training Manual

This manual is designed to be a practical reference for trainers conducting workshops related to interpersonal communication for behavior change.

The manual aims to clarify and specify the role of trainers prior to, during, and after workshops, by providing a list of all the preparatory steps along with a detailed outline of the training session, in addition to all the necessary documents and references.

Essential resources for trainers and fieldworkers:



Chapter details:

- Chapter 1:** Overview of training workshop, including objectives, stages, methods, schedule.
- Chapter 2:** Preparations for training workshop, including all the steps necessary for a successful outcome.
- Chapter 3:** Principles and approaches to adult learning, including a comparison between conventional methods and the active adult method.
- Chapter 4:** Active and interactive training methods, including the role of the trainer and the advantages and caveats of each method.
- Chapter 5:** Training skills, including the role of the trainer in managing the discussion and providing feedback. This chapter also presents essential tips for the success of the training session, including a sample form for monitoring and evaluation of the trainer.
- Chapter 6:** Evaluation of the training workshop, which offers the trainers different evaluation levels and tools for each stage
- Chapter 7:** A detailed schedule of the training workshop divided over four days, highlighting the methods to be applied, the materials necessary, as well as the objectives of each session.

List of symbols used corresponding to components of training session



Documents, material, and tools



Duration



Number of participants



Reference information



Objectives



Process



Training method



Schedule

Theme I: General introduction

01 | Chapter One: Overview

A- Objectives of the training workshop

Main objective

The training workshop aims at preparing frontline workers to communicate effectively with the local community and target groups in order to achieve the best results in behavior change.

Specific objectives

At the end of the workshop, each participant should be able to:

- Define the principles and concepts of communication for behavior change;
- Use communication to change behavior in field activities;
- Apply basic skills of interpersonal communication in awareness sessions and household visits;
- Apply basic methods for community mobilization;
- Plan awareness sessions and household visits;
- Conduct awareness sessions and household visits by respecting the principles of interpersonal communication, adult learning, and active and interactive methods;
- Set out principles and tools for evaluation and be able to follow-up.

B- Workshop themes

First theme: Referential principles for frontline workers:

- Communication for behavior change
- Interpersonal communication
- Concepts and tools for community mobilization
- Second theme: Management principles of field activities:
- Adult learning and active and interactive methods in the management of discussion
- Planning, implementation, and evaluation of awareness sessions
- Planning, implementation, and evaluation of household visits

Third theme: Simulation and practical applications

- Management of awareness sessions
- Role-play (household visits)
- Applying the concepts and tools of community mobilization

C- Training Methodology

The training course relies on interactive and participatory techniques, as well as adult learning methodology, which is based on interaction and dialogue and the exchange of ideas and experiences. It offers theoretical presentations to explain the basic concepts along with practical examples, exercises, and case studies based on real life cases. This will help stimulate the exchange of knowledge and create an environment that encourages learning.

Participants are provided with a workshop file which includes background information and applied tools, in addition to references in Arabic and English that are available on reliable internet resources. Also, a set of training methods are applied that encourage thinking and develop practical skills, while benefitting from an environment of exchange of ideas and learning from peers.

D- Workshop agenda

The following is a sample four-day schedule of the training workshop. The hours can be revised if they are not suitable for participants

Day 1

8:00 - 9:30	Opening session: welcome, goals, methods, agenda, pre-test
9:30 - 10:30	Session 1: communication for behavior change
10:30 - 11:00	Break
11:00- 12:00	Session 2: interpersonal communication
12:00 - 12:15	Break
12:15 - 13:45	Session 3: interpersonal communication-cont'd
13:45 - 14:00	Daily evaluation

Day 2

8:00 - 10:00	Session 4: concepts and tools of community mobilization
10:00 - 10:30	Break
10:30- 12:00	Session 5: adult learning and active methods in the management of discussions
12:00 - 12:15	Break
12:15 - 13:45	Session 6: foundations of planning, evaluation and implementation of awareness sessions
13:45 - 14:00	Daily evaluation

Day 3

8.00 - 8:30	A summary of the previous day
8.30 - 10:00	Session 7: Planning, implementing and assessing house visits
10.00 - 10:30	Break
10:30- 12:00	Session 8: Preparations for simulation by the participants
12:00 - 12:15	Break
12:15 - 13:55	Session 9: Simulation of managing awareness sessions followed by feedback from trainers
13:55 - 14:00	Daily evaluation

Day 4

8.00 - 8:30	A summary of the previous day
8.30 - 10:00	Session 10: Simulation of household visits followed by feedback from trainers
10.00 - 10:30	Break
10:30- 12:00	Session 11: Simulation of community mobilization followed by feedback from trainers
12:00 - 12:15	Break
12:15 - 13:15	Session 12: Future action plan
13:15 - 14:00	Closing session: General assessment, post-test

Preparation for training is crucial in order to ensure:

- A. Designing a training workshop according to the needs of the participants
- B. Managing the session smoothly
- C. Conducting an effective and useful workshop

This section provides some tips for preparing a successful training workshop.

Step 1: Mastering the training manual

Read the training manual carefully to gain a full understanding of the workshop and the proposed training curriculum. It is also necessary to review the reference guide and toolkit in preparation for the training.

Step 2: Knowing the background and criteria of selecting participants

The training targets frontline workers and their criteria to be selected in the training should include the extent of their direct contact with the beneficiaries, in order to effectively mobilize the community, deliver awareness sessions, plan community dialogues, and conduct encounters and visits. The number of participants in a training of front line workers should not exceed 20, in order to assure higher quality training.

Step 3: Collecting essential information

It is necessary to know the needs of the participants and their current situation when preparing. It is useful to gather basic information about them, like the following:

- The required qualifications (before enrolling them);
- Other training workshops they have attended;
- Current knowledge and skills in mobilizing the community, providing awareness sessions, and conducting informal meetings and visits;
- Challenges they face at work.

The previous information could be gathered through applications and CVs, interviews, responsible from their associations, etc...

This information will help to design the training in order to tailor it according to the participants' needs and backgrounds.

Step 4: Developing the training plan

The training plan includes organizing resources, activities, and sessions. The overall plan usually includes the following elements:

- Objectives of the training.
- Human and financial resources available for training and how to use them.
- Methodologies and techniques used to implement a training workshop
- Methodologies used to monitor a training workshop and evaluate it.
- Follow-up and supervision of the activities carried out by frontline workers after the training workshop ends.

Step 5: Finalizing the training workshop schedule

The scheduled sessions must be based on the training needs of the participants and according to the developed plan. This manual contains a four-day training sample. The schedule can be adjusted according to the needs of the group.

Step 6: Finalizing the logistics

There are several key issues to take into account when planning the administrative and logistical aspects of the training, including:

- Budget: We calculate a detailed budget and compare it to the available resources.
- Venue (is the place appropriate in terms of space, ventilation, temperature, lighting, noise level, and seating?).
 - An ideal venue would include a main hall with a U-shaped table and two side rooms for working groups. It would be beneficial to visit the venue in person before the workshop to double check the available materials (flipchart stand, flipchart papers, pens, projector, laptop, sound system, etc.) and agree on the setting you need.
- Training material and tools (is there enough Stationery for the number of expected participants?)
 - Training equipment: audio-visual aids, screen, computer, stationery, participants' files and applications, opening and closing arrangements and equipment, nametags, flipchart with paper, color markers and, other office supplies.
- Other issues
 - Certificates: will certificates of attendance be awarded to the participants?
 - Evaluation forms: Have the evaluation forms (daily evaluation, final evaluation, pre and posttests) been prepared?

Theme II: Principles, methods, and skills of training

03 | Chapter Three: Principles of Adult Learning

A. Adult learning

Adult learning is the process of developing the knowledge, skills, and perspectives of individuals or groups based on their needs and experience by applying the method of posing problems and jointly seeking solutions.

Adult learning is an educational philosophy that aims to activate the participant's role in learning through research, experimentation, and self-dependence as well as accessing information and acquiring skills.

Adult learning is based on an individual's ability to develop problem-solving skills and collaborative learning. Finally, it's an approach based on various interactive methods, which encourage active participation in the learning process.

The main objective of adult enabling is to urge the individual to discover their abilities and to work on refining and replenishing them.

It is important that the individual come up with ideas and proposals which work for them. There are no ready prescriptions, but rather an ongoing process of building and continuous maturation in different circumstances.

It is important to create a positive atmosphere and empower individuals according to the aspirations they seek. So, the experience will not be the same for everyone and varies according to individuals.

B. Some of the rules of adult learning:

- Bring out the participant's identity
- Raise their interest and encourage them to learn
- Build on their experience and connect the concepts to practical issues they face
- Involve the participant in the stages of preparation, implementation, and follow-up
- Maintain a participatory and cooperative atmosphere among the group
- Promote dialogue and debate
- Application and experience
- Highlight positive results and provide motivation for continuous learning
- Point out mistakes so as to learn from them
- Provide content in a systematic, sequential, and clear way
- Exchange roles in the learning process
- Stimulate their interest in learning

C. Comparison between active and traditional learning

Comparison	Active learning approach	Traditional learning approach
Learner's personality	Somehow independent	Subsidiary
Information	Participate in search for information	Information gained from trainer
Focus	On issue or problem	On training material
Learning atmosphere	Informal, appreciation and respect, participation and cooperation	Formal, top-down
Needs assessment	Through participation	Through trainer
Teaching methods	Relies on urging the individual to search for information	Relies on the transfer of knowledge
Evaluation	Through participation	Through trainer
Time frame	Life long	Ends at a specific time

D. Adult characteristics according to Malcolm Knowles, one of the most important workers in the field of adult learning:

- a. Adults have more experience than young people, who have limited or underdeveloped life experiences.
- b. Adults are more willing to learn whereas young people are rarely aware of the importance of what they learn.
- c. Adults want to apply acquired knowledge and skills directly; adolescents tend to believe that this is something that they can use late in life.
- d. Adults want the practical part of knowledge; they don't only care about theories.
- e. Adults know their skills and their needs; young people are still in the process of self-discovery.

E. We apply principles of adult learning when we:

- use an attractive introduction
- define our session objectives
- link the session with previous experiences or sessions
- tell how a specific thing is done
- present how something is done
- ask participants to apply the work
- praise the good work
- evaluate
- summarize key discussion points at the end of the session
- focus on the main points
- link to next session

04 | Chapter Four: Active and interactive training methods

There are many methods that could be used in training which cannot be compiled in a single manual. Here are some basic methods:

We define the training method as a way or strategy of learning used by the trainer to reach specific goals of a particular topic.

The importance of a method lies in the following:

- Generates a feeling among participants that sessions are owned by them;
- Contributes in enabling the participants to link the session to their personal experiences;
- Keep participants motivated, because it is difficult to listen to one person for more than a few minutes;
- Ability to obtain feedback from participants on the process.

A. General discussion

This is a motivational style, which encourages participation through the trainer asking questions. Participants are given the opportunity to respond, prompting dialogue and the exchange of ideas. Everyone is given a chance to participate in an orderly and respectful manner.

Stages of general discussion:

Stage 1:

- Trainer announces the goal of the topic under discussion.
- Trainer defines the rules of the debate, such as asking permission to speak, not interrupting others, and respecting all opinions.

Stage 2:

- Trainer poses a specific question related to the objective of the session.
- Trainer gets the answers from the participants.
- Trainer can write down the answers on the board.
- Trainer positively encourages those who did not participate to express their opinion.
- Trainer quickly addresses any tension that may arise during the discussion.
- Trainer makes specific interventions in some cases, to confirm what is being said or to allow participants to view the subject from different angles.
- Trainer respects all the interventions.
- Trainer guides some interventions.
- Trainer re-formulates some interventions after asking permission to do so from the participants involved.

Stage 3:

- Trainer adds the ideas that were not mentioned.
- Trainer presents a general summary of the discussion.

B. Group Work

Group work is based on the principle of dividing a larger group into small working groups to address a general theme or a particular aspect of it

Stages of group work method:

Stage 1:

- Trainer presents the topic to be discussed.
- Trainer explains the method and the different stages with the time allotted to each session
 - The group is divided into small groups with each one assigned a specific question to work on (working time can be 20 minutes, for example).
 - Each group will choose a facilitator for the group to manage the debate, monitor the time, and ensure the participation of all members of the group
 - Each group will choose a delegate to present the results of the work through a summary of the ideas discussed (for example, each presenter will have 3 minutes).
 - At the end of the work groups, there will be a summary of ideas and a general discussion
- Trainer makes sure that the information and the method of work are clear to all.
- Trainer distributes groups voluntarily.

Stage 2:

- The groups are distributed and the work begins, as the trainer moves among the small groups:
 - To answer any questions
 - To guide the group if they stray far from the main subject
 - To make sure everyone is participating and encourage them to do so.
- Trainer announces the end of the session.

Stage 3:

- The delegates of each working group present their results during the allotted time.
- At the end of the presentations, the trainer opens the floor for a general discussion and helps guide it in the right direction.

Importance of the method:

- Enhances problem-solving skills, analytical thinking, critical communication, and leadership.
- Increases the possibility of the participation of individuals who find it difficult to express themselves in front of an audience.
- Help the participants to exchange ideas and share their experiences.
- Enhance the work of the group.
- Participants assume greater responsibility during the learning process, as well as more autonomy from the trainer.

C. Role-Play

Volunteers from among the participants participate in role-play, acting out different scenarios. The trainer follows this up with a general discussion on the role-play, drawing out the reactions of the participants and connecting them with the aims of the session.

Stages in role-play:

Before starting the training session:

- Identify the goal of role-play
- Identify the subject of role-play and duration.

During the training session:

Stage 1: Preparation of role-play

- Ask members from the group to volunteer for role-play
- Assign each volunteer their role without giving them too many details, allowing them a bit of time to prepare (it is possible to give some details about the role).
- During this time, ask the group to observe carefully what happens during the role-play, with the possibility of recording their observations.

Stage 2: Conducting the role-play

- Volunteers engage in role-playing activities and perform in front of the large group. They try to act like the characters they were asked to impersonate without interference from the facilitator or group.

Stage 3: Discussing the role play

- At the end of the role-play, thank the volunteers who participated.
- Ask the volunteers how they felt during role-play.
- Remind the group that their interventions should address the role and not person acting.
- Start analyzing behavior and content based on the interventions of the audience.
- Moderate the discussion with the participants.
- Final conclusion by the participants and the trainer.

Importance of the method:

- Shows where participants stand on any particular issue.
- Reveals how participants deal with a particular situation.
- Allows participants to apply a certain skill in a safe and comfortable atmosphere.
- Develops communication skills and interpersonal communication.
- Develops the ability to apply new skills and change attitudes.
- Tests emotions.
- Allows the expression of feelings, even negative ones, by impersonating someone else.
- Encourages creativity and participation

D. Documentary and discussion

This is also an interactive method, which relies on the use of an audio-visual tools (film, video, television episode, tape or CD) related to the theme of the session. Participants discuss what they saw or heard after the screening guided by the following steps:

Stage 1:

- Trainer presents the objective of session.
- Trainer presents the film by offering a quick idea about it. Participants are allowed to take notes for discussion afterwards.

Stage 2:

- Trainer screens movie or television episode.
- Trainer watches the reactions of participants during the presentation.
- Trainer intervenes in the event of any technical problems

Stage 3:

- After the screening, the trainer asks the first question on the overall impression of the film.
- Participants offer their views.
- Trainer raises other questions related to the objective of the session and the topic of the film.

Stage 4:

- Trainer concludes discussion; sheds light on the key messages in the film, and links it to the objectives of the training session.

Importance of the method:

- Facilitates the exchange of ideas.
- Helps participants “to see, hear, and think.”
- Trains participants to listen.

E. Demonstration

Demonstration is an effective training method that can be used to explain how a particular skill can be applied, and to ensure that participants understand all components of this skill in order to apply it later. The demonstration method includes the following steps:

Prior to the training session:

- Prepare all the materials and tools required.

During the training session:

Stage 1:

- Choose the best place in the hall so that the trainer is visible to the whole group.
- Place all the necessary tools near the trainer.

Stage 2:

- Start with the objective of the demonstration method.
- Explain the particular skill to be applied.
- Demonstrate the skill in front of the group with an adequate explanation of how to do it.
- Answer participants' questions to enhance their understanding of the work.

Stage 3:

- The skill is demonstrated by one participant or all if possible. It is done in front of the group or within a small group where participants help others demonstrate the skill correctly.
- Guidance and correction by the trainer.

Stage 4:

- Ask the participants about any difficulties they had during the application and give them some tips to help them carry it out correctly.
- Quick re-demonstration of all stages of work by the trainer, with a focus on what can be improved in a future application.

F. Simulation

This method relies on putting the participants in a particular scenario that simulates a real life situation. This method requires a high level of participation from the group.

Stages of the simulation method:

Stage 1:

- Explain the objectives of the simulation.
- Explain the rules and the duration of the simulation.
- Set standards for the simulation (standards vary depending on each simulation).
- Prepare participants involved in the simulation by creating a certain atmosphere.

Stage 2:

- Begin simulation.
- Trainer and participants listen to the simulation without interference.
- Trainer records observations according to the standards set..

Stage 3:

- Trainer thanks the participants who did the simulation.
- Asking participants for a self-assessment, based on the set criteria.
- Discuss what has been presented, based on the predetermined objectives.
- Tie the simulation to the objectives of the session and set future tasks for the participants.
-

Importance of the method:

- Enables participants to apply the information, develop skills, and study attitudes within the framework of everyday life.
- Develops and enhances analytical, communication, and critical-thinking skills.
- Enables participants to test multiple skills in real life situations, without fear of the consequences of their decisions.

To increase its effectiveness:

- Divide the main group, if it is more than eight, people into small groups.
- Observe the participants and the dynamics of teamwork and the level of communication skills in each the group as they try out the skill
- Give enough time.

G. Brainstorming

Brainstorming is a method that enables the trainer to collect the largest number of ideas and views related to the issue in question.

Stages of brainstorming method:

- Ask a specific question about the item under discussion.

- Write participants' ideas on the flipchart without any interjection.
- Re-read what has been written after everyone has contributed.
- Arrange contributions according to the objectives of the session or content.
- Reformulate contributions in a new way and style.

Importance of the method:

- Encourages participation
- Highly informative
- Prevents arguments
- Focuses on the ideas of the participants

To increase its effectiveness:

- Ask specific questions to keep participants focused on the subject.
- Restate the issue in a different way when discussion strays from the main question at hand.

H. Case Study

This method entails choosing a practical issue which highlights a problem related to the objectives of the training. Participants study the situation and analyze it in order to find solutions to the problem. The case study is often documented in writing, but it is also possible to use film or video. It can be done individually, in small working groups, or with all the participants.

Stages of the method:

- Pre-formulation of the case study with the training team or with the participants before or during the session.
- Explain the method and purpose of the case study to the main group and determine how long it will take
- Ask the participants individually or within the mini-groups to read the case and make sure they understand it.
- Participants begin their case study either individually or in working groups.
- Present the results of the work.
- General discussion and conclusions within the big group, which requires:
 - Reading the case to the main group
 - Making sure that the case is understood by everyone
 - Asking questions and discussing them systematically.

Importance of the method:

- Develops analytical skills.
- Allows the participant to realize the importance of accepting other opinions.
- Highlights several views on how to deal with the situation.
- Participants may identify with the case and thus interact to find solutions.
- Relieves personal fears by using a hypothetical situation.
- Helps participants to exchange ideas and share their experiences.
- Enhances teamwork.
- Participants take more responsibility during the learning process with less dependence on the trainer.

I. Round table

A training style that depends on sequential listening to participants sharing their views.

Stages of the round table method:

- Explain the method to the group, which entails listening to opinions from participants—in the order that they are sitting—on a particular topic within a period of time not exceeding two minutes. Make sure they understand that the speaker should not be interrupted, and those who do not wish to speak have the right to do so by saying “pass”.
- Ask a certain question.
- Those who wish to comment offer their views in turn..
- If the participants are few, you can do two rounds followed by an open discussion.

Importance of the method:

- Gives all participants an opportunity to express their views.
- Regulates the time and interventions.
- Eliminates disruption among participants

To increase its effectiveness:

- Best applied in groups not exceeding twenty participants.
- Avoid embarrassing the individuals who are not ready to express their views by not pressuring them to speak
- It's not used as a method to collect information about open topics.

J. Wall Papers

Through this method, the participants test their knowledge and positions by answering questions or solving exercises displayed on large sheets of paper hanging on the wall in different parts of the meeting hall.

Stages of poster wall method:

- Exercises and questions are prepared in advance and posted around the hall (questions can be true-or-false, sentence matching, or solving puzzles)
- Flip chart papers are attached to the wall in different places in the hall
- Trainer explains the method to the participants as follows:
 - Several large sheets of paper have been posted containing a variety of questions.
 - Each participant will answer one question on each large sheet of paper individually and without discussing the answer with others.
- Trainer assigns no more than 15 minutes to complete the exercise
- Everyone moves into the hall, trying to answer the questions
- When time is up, everyone is asked to return to their place
- Posters are arranged in a sequence that serves the objectives of the session and are hung on flipchart so that everyone can see
- Questions and participants' answers are read, explained, and discussed (they can be corrected if necessary)
- 9. All key points are drawn from each poster and related to the main topic

Importance of the method:

- Makes participants move around the hall
- Eliminates fear of having the wrong answers, because the focus of the discussion is the commentary and not the person behind it
- Gives participants the freedom of selecting questions that they would like to answer

Some criteria to help you select the training method:

- The objectives of the session
- The participants number
- The participants age and profile
- The time of the lesson
- The venue
- The available logistics
- The trainer's skills and experience

05

Chapter Five: Training sessions plan for “Communication for Behavior Change”

What distinguishes an effective trainer is their commitment to the principles of adult learning and their ability to communicate with participants, keep their attention, and motivate them to learn. Here are some of the key issues that the trainer must respect during training sessions.

A. The ability to communicate with the group:

- The trainer should be active and able to engage the participants on the subject of the training
- Maintain close observation of the group to monitor the reactions of all participants equally
- Communicate with group using words, but also silence when necessary (i.e. be able to change the tone of one's voice, according to the importance of the content)
- Use body language for additional communication with the audience: hand signals, standing up, moving around, facial expressions, etc.
- Listen to the views of the participants, summarize the discussion, and link it to the goals of the training.
- Be accepting of the participants and not have any pre-judgments.
- Speak simply and clearly with the group.
- Able to resolve conflicts within the group.
- Facilitate sessions without imposing too much control.
- Act spontaneously.

B. The ability to draw the attention of participants and motivate them:

- Link information, skills, and subject of training to the work of the participants.
- Encourage participants to use constructive criticism and build on their experience.
- Make a link between what is important, interesting, and useful.
- Have fun at the right time and relate it to the subject (this does not include sensitive subjects such as religion, nationality, race, or gender).
- Use active exercises.
- Ask questions.
- Raising interest through the presentation of statistics, experiences, and publications.

C. Knowing how to ask questions

Closed questions

These are questions that can be answered with a “yes” or “no,” or by providing specific information, like one's name or job. Such questions limit the scope of an answer and don't provide the opportunity to develop one's ideas.

Open questions

These are questions that encourage people to elaborate. These questions begin with the following 5 question tools: who, what, when, where and why (“how” can also be used).

Steps to ask questions

Step 1:

Open ended questions are used like:

Can you explain to me more clearly?

Can you give me a specific example of what you mean?

What do you think you should do?

Step 2:

Stop talking and let the other person speak

Step 3:

Ask questions for clarification.

Clarifications prompt more elaborated answers without having to ask further questions. This kind of questions focuses on clarifying or summarizing without interruption, and it expresses trainer's intention to understand the ideas and feelings of the sender.

Step 4:

Re-state what participant said in order to understand the point they are trying to make. For example: "If I understood you in the right way, you meant..." This method can be used to show that the trainer wants to better understand what was said.

Step 5:

Give a summary of the discussion to conclude.

Funnel method in asking questions

- Start with a motivational question: Did you ever face communication challenges?
- Use general open questions: What do you know about communication barriers?
- Use focused questions: Do you think that active listening is an important component of good communication?
- Use closed questions: In your opinion, do you listen actively?
- Ask for details: Can you please explain more?
- Summarize the information: So in recapitulation, we agreed that...

D. Position of the trainer in the hall

It's preferable that the trainer takes a standing position in the hall, while moving in a logical and practical way among the participants; the trainer can sit and observe the work of the participants during the exercises. Note that sitting behind a desk can create a barrier between the trainer and the group. Thus, the trainer should be mainly standing in such a way where he is able to see all the participants.

E. Physical appearance

- Clothing should be appropriate for content of training and target group. The dress code should be sensitive to the culture of the target group.
- Organization and order during the different stages of the training
- Avoid appearing nervous

F. Good habits

- Clean and organize the venue before and after the training
- Use audio-visuals material throughout the training
- Be present before participants arrive to welcome them and leave the hall after all participants leave

G. Important tips for the trainer

- Mental and emotional preparation should be taken into consideration
- Specify objectives
- React flexibly to changes
- Accept changes and problems that might occur while trying to find solutions
- Designate the characteristics of the group
- Plan, organize, manage, and evaluate the discussion and training sessions
- Respect all participants and accept differences while trying to find common ground
- Use different methods of discussion
- Make sure that all participants are involved and comfortable
- Provide a good setup during work and discussion
- Motivate participants to get involved and distribute roles
- Set the scope and pace of the sessions and discussions
- Offer clarifications and the necessary information
- Intervene when needed to avoid conflict or tension
- Respect all opinions and ideas
- Be able to listen well
- Communicate effectively and use of simple, clear terminology.
- Be honesty in both words and actions
- Be able to be fun and flexible
- Encourage participants to respect each other
- Help the group with decision-making.

06 | Chapter Six: Training Evaluation

Training is evaluated on different levels:

Level 1:

Reaction of the participants: to the entire training workshop, which means what they thought and felt about the training. It includes studying their reaction, assessing the training venue and tools provided, as well as the quality of training methods provided. This level could be evaluated after each training session or at the end of each training day as well as after the completion of the entire workshop. It is evaluated through these training tools after:

- Orally or written feedback or through drawings and pictures
- An evaluation form

Level 2:

Learning outcomes: This measures the extent knowledge was increased and new skill were acquired. What did the participants learn from the program? This level is evaluated through:

- Pre- and post-tests: It is the same questionnaire related to the training objectives administered before and after the training workshop.
- Applying the simulation method and evaluating the level of skills development and the performance of the participant through an observation sheet (checklist)

Level 3:

Behavior: This refers to progress made in behavior change and the ability to apply. Did the participants (the new trainers) apply the tasks based on what they have learned? This level is measured through field observations to observe the delivery of new trainers and questionnaires distributed to participants (front liners) after the training that conduct by the new trainers.

Level 4:

Results or Impact: Results evaluation is the effect on the environment by the trainee.

Theme III: Communication for Behavior Change Training Session

07

Chapter Seven: Training sessions plan for “Communication for Behavior Change”

Day 1

Opening session plan:



The detailed objectives of the session:

At the end of the session, each participant will be able to:

- Define the training course, its objectives and methods.
- Communicate with other participants through acquaintance and expectations section.



Duration of the session: one hour and a half



Number of participants: 20 participants



Stages of the session:



Stage 1: (5 minutes)



- The official opening of the session, welcoming the participants, the introduction of the trainers:
 - Trainer welcomes the participants as individuals and as institutions and wishes them a useful and productive training workshop.
 - Trainers introduce themselves



Stage 2: (20 minutes)



Method: PowerPoint presentation

- Introduction of the training course:
 - The trainer presents the objectives of the training course, its themes and methodology, in addition to a quick review of the agenda.



General objectives

Main objective

The training aims at preparing field workers to communicate effectively with the local community as well as the people benefiting from their services, and provide an outstanding service through activities aimed at behavior change.

Specific objectives

At the end of the session, each participant should be able to:

- Define the principles and concepts of communication for behavior change;
- Use communication for behavior change in field activities;
- Apply the basic skills of interpersonal communication in awareness-raising sessions and household visits;
- Apply basic methods of community mobilization;
- Plan awareness sessions and household visits;
- Apply awareness sessions and home visits by respecting the principles of interpersonal communication, adult learning, and active/interactive methods;
- Set out principles and evaluation tools and follow up on awareness sessions and household visits.



Themes of the training workshop

First theme: Sources of reference for field workers:

- Communication for behavior change
- Interpersonal communication
- Concepts and tools for community mobilization

Second theme: Sources for the management of field activities:

- Adult learning and active/interactive methods in the management of discussion
- Planning, implementation, and evaluation of awareness sessions
- Planning, implementation, and evaluation of household visits

Third theme: Simulation and practical applications

- Management of awareness sessions
- Application of household visits
- The application of the concepts and tools of community mobilization



Training Methodology

The training workshop relies on interactive and participatory methods and techniques, as well as adult learning methodology, which are based on interaction and dialogue and the exchange of ideas and experiences. It uses theoretical presentations to explain the basic concepts along with practical examples, exercises, and case studies drawn from the work of the participants. All this in order to stimulate the exchange of knowledge and create an environment that encourages learning.

Participants are provided with a training file, which includes relevant information and applied tools, in addition to the sources and references in both Arabic and English. Also, a set of training methods such as cognitive and skill activities are offered with a focus on the exchange of experiences and learning from peers.



Workshop agenda

The following is a sample four-day schedule of the training workshop. The hours can be revised if they are not suitable for participants

Day 1

8.00 - 9:30	Opening session: welcome, goals, methods, agenda, pre-test
9:30 - 10:30	Session 1: communication for behavior change
10.30 - 11:00	Break
11:00- 12:00	Session 2: interpersonal communication
12:00 - 12:15	break
12:15 - 13:45	Session 3: interpersonal communication-cont'd
13:45 - 14:00	Daily evaluation

Day 2

8.00 - 10:00	Session 4: concepts and tools of community mobilization
10.00 - 10:30	Break
10:30- 12:00	Session 5: adult learning and active methods in the management of discussions
12:00 - 12:15	Break
12:15 - 13:45	Session 6: foundations of planning, evaluation and implementation of awareness sessions
13:45 - 14:00	Daily evaluation

Day 3

8.00 - 8:30	A summary of the previous day
8.30 - 10:00	Session 7: Planning, implementing and assessing house visits
10.00 - 10:30	Break
10:30- 12:00	Session 8: Preparations for simulation by the participants
12:00 - 12:15	Break
12:15 - 13:55	Session 9: Simulation of managing awareness sessions followed by feedback from trainers
13:55 - 14:00	Daily evaluation

Day 4

8.00 - 8:30	A summary of the previous day
8.30 - 10:00	Session 10: Simulation of household visits followed by feedback from trainers
10.00 - 10:30	Break
10:30- 12:00	Session 11: Simulation of community mobilization followed by feedback from trainers
12:00 - 12:15	Break
12:15 - 13:15	Session 12: Future action plan
13:15 - 14:00	Closing session: General assessment, post-test



Stage 3: (50 minutes)



Acquaintance Exercise:

- The trainer distributes cards to participants and asks each one to write down:
 - Full Name
 - Type of work or responsibility
 - Hobbies
- Cards are returned to trainer. Trainer re-distributes the cards randomly to participants.
- Trainer asks each participant to introduce the owner of the card they received.
- When a participant is being introduced, they stand in front of everyone so that the group can get to know them.
- The participant being introduced can offer additional information if they like. And so forth
- Then the trainer thanks everyone who participated and moves to the next stage.



Discussion with the participants:

Expectations from training workshop:

- The trainer poses the question to the participants about their expectations regarding the content and style of the session (What do you expect from each subject and what kind of atmosphere would you like to see?)
- The trainer writes all the expectations on a large sheet of paper and discusses them with the participants quickly, excluding those that are not related to the workshop.
- The trainer puts the paper on the wall to be seen by all.

Rules of the session:

- Trainer asks participants about the rules they prefer for proper flow of the session.
- Trainer writes rules on a large sheet.
- Trainer puts the paper on the wall.

(Some of these rules are: punctuality, commitment to the principles of communication, listening, asking permission to speak, active participation, turning off cell phones, not smoking in closed spaces, positive thinking, etc.) -

Trainer asks participants if they have additional questions about the course of action in the workshop



Stage 4: (15 minutes)



- Pre-test evaluation.
- Explain purpose of pre-test (as a tool to determine the level of information prior to the training workshop) and that the same test will be repeated at the end to determine how much participants benefited from the training.



Documents and tools necessary:

- PowerPoint presentation (using CD)
- Acquaintance cards
- Pre-test Forms
- Training and audio-visual equipment: overhead projector, computers, stationery, flipchart with paper, color pens, post-it paper.

Session 1: Communication for behavior change



The detailed objectives of the session:

At the end of the session, each participant will be able to:

- Identify obstacles and incentives to change behavior at four levels: individual, social relations, community, and social and cultural environment.
- Explain the social ecological model for behavior change



Duration of the session: one hour and a half



Number of participants: 20 participants



Session agenda:



Stage 1: (5 minutes)



Present detailed objectives of the session:

- The trainer presents the objectives of the session
- Presenting the definition of behavior change and positive health behavior
- PowerPoint presentation of the material related to the topic



Stage 2: (75 minutes)



“Barriers and incentives to behavior change.”

Two-method exercise (individual and group work):

- Trainer announces that the work of the groups will depend on a specific behavior change in society such as “enrolling Syrian refugees in schools”
- Trainer distributes a number of cards to each participant (to different colors to differentiate between the barriers and incentives)
- Trainer asks participants to think individually for 10 minutes about the possible barriers and incentives that might affect the intended behavior change. Participants are asked to write down one barrier and one incentive each on the designated color cards.
- Trainer divides up participants into groups of four to discuss what they wrote down. The working groups are given 10 minutes to discuss and agree on a new set of barriers and incentives.
- During the group work, the trainer writes down on four flipcharts the different levels of the social ecological model for behavior change: the individual, social relations, community, social and cultural environment. Then the trainer distributes post-it material to be used later.
- After the groups have finished identifying barriers and incentives, trainer asks the participants to sort them according to the following categories: individual, social relations, community, social and cultural environment. Participants are given an additional 10 minutes to place the cards under the corresponding category using the post-it material.
- Each working group is then asked to present the barriers and incentives discussed on two levels of the social ecological model (it is important that each group does not take more than 5-7 minutes to present).
- During the presentations, the trainer asks questions to help each group match the incentives and barriers they wrote down with the corresponding category, shifting the cards accordingly. This contributes to the reinforcement of information and a better understanding of the main concepts.
- When all groups are done, trainer presents the slides of the full image of the four levels and explains them to the participants.



Trainer's notes: The Conceptual Framework for Behavior Change

Examples of Barriers and Incentives to behaviors related to enrollment of Syrian refugee children in schools.

Examples of Barriers:

- Financial situation of the family
- Misconceptions related to girls education
- Pressure from community members in relation to child labor, safety concerns, etc..
- Access issues like transportation cost
- Differences between Lebanese and Syrian Curriculum

Examples of Incentives:

- Free transportation
- Free registration
- Free stationary and books
- Healthy environment for children
- Better future for kids

a. Health Behavior

Health behavior is defined as behaviors or actions taken by individuals that affect their health and well-being. Behaviors and actions are a result of several factors, such as personal beliefs, attitudes, interpersonal skills family, and social relations such as friends, peers, and colleagues. In addition, there are institutional elements related to the availability of health services and the country's laws and regulations. Social environmental include including norms, customs, traditions, regulations, and public policy.

The importance of this definition is its compatibility with the broad and comprehensive view of health, which is a state of complete physical, psychological, mental, and social well-being—and not merely the absence of disease or infirmity. In addition, the definition takes into consideration behavioral, social, and environmental influences on health, because the well-being of an individual cannot be attributed solely to genetic or physical factors.

Positive health behavior is aimed at improving health and reducing the risk of disease, and includes habits, activities, and patterns of living that enhance recovery, prevention, and protection from disease.

b. Social Ecological Model of Behavior Change

Like any kind of change, the individual develops a desire to change a certain behavior, accompanied with a personal perception of the incentives and constraints associated with this change, or those resulting from the adoption of new behavior.

In the context of the holistic definition of health behavior, such incentives and constraints are linked to personal, relational/communal, institutional, and social environmental aspects. This comprehensive approach is explained in the figure below, which shows the importance of providing incentives and overcoming obstacles at all levels, in order to achieve a change in behavior.

Figure 1: Social Ecological Model of Behavior Change



The adoption of this model in approaches to behavior change makes it easier for practitioners working in the development field to understand the close interrelation between all these aspects, which may interact among each other to change behavior or otherwise. Thus, a deep understanding of the causes leading to the adoption of a certain behavior is a necessary prerequisite to changing this behavior. Each social environment has its own culture and system of beliefs, which often shapes the attitudes and behaviors of individuals.

According to most theories and studies, the benefits resulting from behavioral change play an active role in motivating further change; on the other hand, difficulties faced by individuals during the process of behavior change may discourage or make them reluctant to continue this change. This means that the probability of changing the behavior increases as the benefits exceed the difficulties, particularly if this change had a clear and positive impact. This equation is applied to various levels of the social ecological model as follows:

- At the individual level: Knowledge, attitudes, and skills, as well as self-efficacy, which is the extent or strength of one's belief in one's own ability to change behavior. All these factors contribute to strengthening the intention to change one's behavior and commit to it. The more the desired behavior is attuned with an individual's self-image, the higher the possibility of changing this behavior. As an example, a mother can fear vaccination because of a misconception she has based on a story she has been told in relation to a child who died from vaccination. Such personal misbelief will make her hesitant to adopt the behavior of administering vaccine to her child despite the many campaigns and incentives provided.
- At the level of social relations: There is no doubt that social support plays an influential role in changing the behavior of individuals. The family is the first context in which an individual learns and acquires habits and behaviors, which is directly linked to their health and growth since childhood. Social relations, such as friendships, also have a big impact on driving or impeding behavior change. The social relationships that most affect a person's life are those of adolescence and early adulthood years, which include what is known as peer pressure. For this reason, many health and development initiatives aim to explore relations between peers to raise awareness and stimulate positive behavior, as well as prevent negative influences on adolescents and youths, which may result in risky behavior. For example, the attitude of grand-parents and other relatives toward children vaccination greatly affect that of the child's parents in either direction. In the same context, peer pressure among mothers can deter one mother from accepting the vaccination of her child if her friend keeps telling her that vaccines are harmful and God protects her child and not modern medicine.

- At the communal and institutional level: Local community-based organizations, or active institutions in the community such as schools, workplaces, health centers, and others can greatly affect and motivate behavioral change, as well as act as an obstacle toward achieving that change. The laws that govern the work of these institutions, for example, may constitute an important source of support. These institutions can be very effective because of their ability to attract large groups and specific segments of society. When it comes to motivating a certain behavior, the availability of health and educational services, for example, within the local community and relevant institutions can greatly help individuals to change and persist in their behavior. For example, administration of vaccines in schools catering for Syrian refugees makes it easy to reach those children and conveys credibility to parents who trust the school. Same applies for the health center in a certain community.
- At the environmental and social level: Public policy and laws and regulations at the national and international levels are the umbrella that helps individuals achieve behavior change, by limiting the impact of individual factors, enforcing justice and equality in terms of access to services, and strengthening prevention and protection. For example, the policy issued by the Lebanese ministry of public health for a mandatory free vaccination of Syrian refugee children is an important environmental factor that incentivizes vaccination for all children among refugees. Another example could be religious norms that if misinterpreted by parents could deny vaccinations from a great number of children (It could be related to fasting season or to other considerations).



Stage 3: (10 minutes)

Trainer gives time for any comments, questions, or clarifications to reinforce concepts and link them to the discussion on behavior change.



Necessary tools

- PowerPoint
- Color cards (2 colors at least)
- Post-it material

Session 1: Communication for behavior change (cont'd)



The detailed objectives of the session:

At the end of the session, each participant will be able to:

- List the 5 stages of behavior change
- List the aspects of intervention in each stage of behavior change



Duration of the session: one hour



Number of participants: 20 participants



Session agenda:



Stage 1: (2 minutes)



Presenting the specific objectives of the session:

- The trainer presents the objectives of the session



Stage 2: (75 minutes)

Stages of behavior change

Post-it Exercise:

- Trainer displays a large picture on the flipchart of a pyramid or the stages of behavior change as follows:
 - Not aware of the problem
 - Aware of the problem and is interested in changing the behavior
 - Begin preparing for behavior change
 - Try out new behavior
 - Continue to practice new behavior

-
- Trainer announces that the behavior that will be discussed during this exercise is “Measles vaccination for refugees and host communities.”
 - Trainer divides the participants into 4 or 5 equal groups and given them the following instructions:
 - Choose a facilitator for each group to lead the discussion.
 - Choose a presenter for each group (to take notes and present results to others).
 - Duration of group work: 30 minutes
 - Duration of presentations: 5 minutes per working group
 - Trainer explains the objective of the exercise, which requires analyzing the target group (the mothers for the first and second groups, the fathers for the third and fourth groups) through answering a number of questions (on the PowerPoint slides) that help specify the stage of behavior change to which the target group belongs.
 - Trainer asks the participants to place the post-it papers on the stage of behavior change that corresponds to the target group (fathers and mothers, according to the group).
 - Trainer begins discussion with the participants:
 - How did they come to this conclusion?
 - What is needed in order to move from one stage to the next?
 - After some discussion, trainer presents the full picture of the stages and aspects of behavior change intervention and explains the stages of behavior change and its relationship to phases of intervention:
 - Knowledge (to move from a lack of awareness of the problem and change the desired behavior)
 - Approve the change in the intention (to move from awareness of the problem and change the behavior of interest to begin preparations to change behavior)
 - Practice (to move from starting to prepare for behavior change to experiencing new behavior)
 - Inviting others (after moving from the experience of new behavior to continue to practice new behavior).



Behavior change is a complex process given that it is affected by several factors. It is not possible for all individuals to make the same progress in terms of behavior change, as they usually have different levels of knowledge and demonstrate different attitudes and levels of confidence in their ability to adopt behavior and achieve constant and sustainable change. Accordingly, behavior change is often described as a gradual developmental process that occurs in particular stages called “stages of behavior change.”

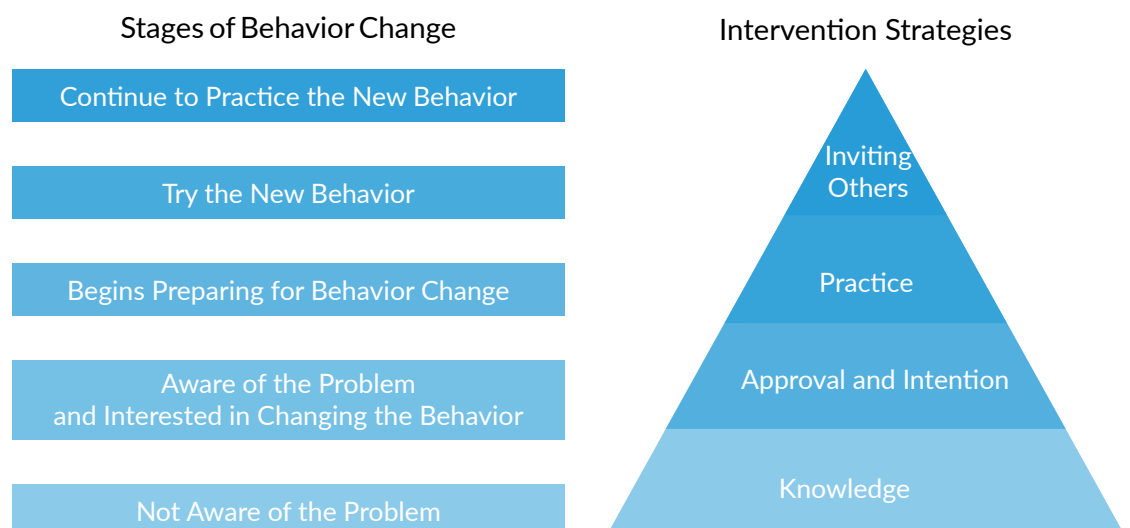
In some cases, individuals may gradually move forward from one stage to the next, move between stages, skip some, or even regress to an earlier stage as a result of certain incidents or negative influences. Returning to the initial stage, or to the old behavior, is always a possibility. Therefore, it is necessary to know the position of the majority [of individuals] during these stages when designing interventions or programs aimed at achieving behavioral change. The following is a simplified explanation of the stages of behavior change:

- **Stage One:** The individual is not aware of the problem. At this stage, the individual is not interested in changing their behavior, and is unaware of the need to change or the possibility of benefiting from such a change. A clear example relates to when parents allow their daughters to be married at an early age thinking they are doing it for her own good so that she has a home and family and to ease her financial burden on them. In this case, they are not aware of the mental and physical health implications of early marriage. While not acknowledging that early marriage is a problem or is harmful, parents do not feel the need to change this behavior or stop this practice.
- **Stage Two:** The individual is aware that there is a problem and is interested in behavior change. Recognizing the problem and gaining knowledge about it constitute the first step towards wanting and seeking behavioral change. This usually happens thanks to awareness raising sessions or health education sessions where participants start to realize that a certain behavior might be harmful when they start learning about the health and environmental impacts. It applies to problems like hygiene, nutrition, smoking, etc...
- **Stage Three:** The individual starts preparing for change. The intention to change behavior has crystallized, and the person concerned has made a decision or commitment to change. Preparation for behavioral change often results in a change in attitude, and the individual becomes more open to working towards achieving the required change, as well as more confident of its potential benefits. At this stage, the individual starts discussing the behavior change with friends, colleagues, and family members. He/she also starts making pledges or promises to adopt the new behavior.

- **Stage Four:** The individual practices the new behavior. At this stage, the individual is completely convinced of the benefits of the new behavior, and is actively involved in improving their ability to achieve behavior change. The individual starts to sense the positive aspects and benefits of behavior change.
- **Stage Five:** The individual continues to practice the new behavior. After recognizing and acknowledging the need to change and taking practical steps, the individual should commit and seek to maintain this change through ongoing support and reinforcement, to ensure the continuity and sustainability of the new behavior. Upon reaching this stage of behavior change, the individual can play a leading role in motivating others to change their behavior as well.

Figure 2 below shows the five stages of behavior change that in a pyramid. It also illustrates the corresponding intervention strategies for each stage. In the first stage, where individuals are not aware of the existence of a problem, efforts should be directed toward increasing their knowledge about it. In the second stage, when individuals become aware of the problem and demonstrate an interest in changing their behavior, they should be encouraged to accept the idea of changing behavior and to express their intention to do so. In the third stage, when individuals are preparing to change their behavior, it is necessary to focus on practicing the process by enhancing their skills. Thus, individuals will be ready to move to the fourth stage in which they practice their behavior. In the fifth stage, during which individuals continue to practice the new behavior, they can use their experience with behavior change to invite others to adopt new behaviors.

Figure 2: The relationship between the behavior change pyramid and intervention strategies to change behavior



The following is an example that helps to explain how an individual goes through the various stages of behavior change:

- The desired behavior: vaccination of children against measles in refugee camps
- Target group: mothers
- Stages and intervention strategies:
 - **Stage One:** Pre-contemplation – not aware of the problem: The mothers in the camp are not aware of the risk of not vaccinating their children against measles, and how it may impact the health and lives of their children. At this stage, fieldworkers organize awareness sessions and distribute leaflets or posters on the danger measles poses to a child's life and the role of vaccination in protecting them.
 - **Stage Two:** Contemplation – aware of the problem and interested in changing behavior: After mothers receive the necessary information about the symptoms and effects of the disease, and the importance of vaccination to prevent it, they become interested in obtaining practical guidance regarding the vaccine, where is it available, reception dates, and the number of vaccines required for each child and at what age. They may also need to hear testimonies of other mothers who lost their children because of measles, or protected their children by adhering to the vaccination timetable. Thus, they begin to accept the idea of changing behavior, and express an intention to secure the vaccine for their children.
 - **Stage Three:** Preparation – prepares to change behavior: Accepting to change the behavior and demonstrating an intention to do so are the first step towards changing the behavior by the mothers. Here, the role of fieldworkers is to help the mothers reach vaccination centers, or to organize campaigns in specific places that can be easily reached by mothers. Thus, they move to the stage of experiencing the new behavior through practice.
 - **Stage Four:** Action – tries the new behavior: After experiencing the new behavior, it is necessary to work on maintaining the behavioral change so it can become sustainable in the long term. At this stage, fieldworkers seek to reinforce this behavior by organizing support groups, developing communication frameworks, discussing challenges, and using visual tools to remind the mothers of vaccination dates. Thus, mothers become more convinced and maintain their behavior by getting the vaccine for their children on the designated dates. In turn, they play an active role in encouraging their relatives and friends to adopt the new behavior. Now they can move forward to the fifth stage, which is inviting others to change their behavior.

Definition of Communication for Behavior Change

Communication for behavior change is a form of communication aimed at bringing about a change in the behavior of individuals, families, or communities. There are several forms of communication, such as communication between individuals, within working groups or support groups, through the mass media, or through publications and audio-visual materials such as films and other media.

Communication to change behavior is a multi-level approach designed to promote positive behavior and ensure its sustainability in order to reduce risk and improve the health of individuals and communities, through the delivery of health-related messages via different channels of communication.

Based on this definition, we can conclude that communication for behavior change can be accomplished by listening, understanding, and negotiating with individuals or communities to achieve long-term positive health behaviors. It also bridges the gap between knowledge and attitudes on the one hand, and the desired behavior, on the other.



Stage 4: (5 minutes)



Summary of main points of the session

- The trainer displays the main points that have been discussed during the two sessions:
- Barriers and incentives to behavior change at the four levels: individual, social relations, community, social and cultural environment.
- The five stages of behavior change.
- Aspects of intervention for each stage of behavior change.



Necessary equipment

- PowerPoint (using CD).
- Poster: The relationship between the pyramid of behavioral change and type of intervention to change behavior.
- Post-it material
- Training and audio-visual material: overhead projector, computers, stationery, flipchart with paper, color pens.

Session 2 & 3: Interpersonal Communication



The detailed objectives of the session:

At the end of the session, each participant will be able to:

- Acquire the basic concepts of interpersonal communication, its components and its importance in the promotion of positive behaviors.
- Acquire interpersonal communication skills and the ability to apply the GATHER method to change behavior.



Duration of the session: two hours and a half



Number of participants: 20 - 24 participants



Session agenda:



Stage 1: (2 minutes)

Presentation of discussion points in the session:

- The trainer presents the objectives of the session



Stage 2: (10 minutes)



Position of frontline worker in interpersonal communication in communication programs for behavior change.

- Trainer displays the PowerPoint slide showing the different components of society (From in to out, these are: individuals and groups, the community, and the general public)
- Trainer poses the following question to the participants: Where (in which of the components of society shown in the slide) will the frontline worker be using interpersonal communication in their field of work?
- Discussion based on the PowerPoint slides. Participants respond regarding the scope scale of intervention of the frontline worker (that is, where does their field of work lie among the different components of society?)



Stage 3: (30 minutes)



Defining: “Communication”

- Trainer raises the following question:
 - What is communication in your opinion?
 - Examples of communication in general, with specific examples of communication carried out at during the course of work.
- Trainer discusses with the participants the characteristics of each type of communication mentioned by the participants (E.g. the direction of the message, the channel, where it takes place, number of people addressed, etc.) and enters them into the table below.

		Number of people addressed		
Examples of communication	Characteristics of communication (direction of message, channel used, number of people addressed, etc.)	Individuals or groups	Community	The general public

- Trainer concludes that communication can be classified according to different characteristics and focuses on the classification based on the number of people addressed in the communication process: when it varies from one individual to a small- or medium-sized group, then that type of communication falls within the scope of work of the frontline worker, which is also the interpersonal communication scope.
- Trainer presents the power point slideshow:
 - The first on the definition of communication
 - The second on types of communication



“What is interpersonal communication?”

Picture analysis method:

- The trainer displays pictures that show communication in different situations:
 - TV campaign to use seatbelt during driving (communication without feedback)
 - Air hostess gives flying safety instructions to passengers (face-to-face communication without feedback)
 - Dentist advising a child to brush his/her teeth 3 times per day (communication with limited feedback)
 - Nurse explaining to a child how to brush his/her teeth through a demonstration and using interactive methods (communication with feedback to ensure message is understood)
- The trainer discusses the pictures with participants from the following perspectives:
 - The extent of interaction
 - Direction of message
 - Ensuring understanding
 - Type of relationship
 - Reward
 - Result (relationship progress)
- The trainer concludes that the best type of communication for behavior change must take the following into account:
 - The flow of the message in two directions
 - Keeping the number of individuals as small as possible
 - Overcoming obstacles
 - Ensuring the message is understood through feedback
- Trainer asks two of the participants to volunteer for a role: - Conversation between a health worker and beneficiary on a topic of their choice.
- Trainer asks participants to observe verbal & non-verbal communication between the role players.
- After 10 minutes, trainer stops the role play and starts discussions around the importance of the following elements:
 - Speakers
 - Message
 - Channel
 - Feedback
 - Noise
 - Context
 - Result
- Trainer projects a slideshow on the communication cycle



Stage 4: (30 minutes)

“Household Visit”

- Trainer asks 3 participants to volunteer for role-play which revolves around a house visit inspired from real life cases experienced by frontline workers. Participants then choose a topic for behavior change based on their interest.
- The role of the 3 participants will be as follows:
 - The frontline worker who conducts the house visit
 - The beneficiary (member of the household)
 - The observer (takes part in preparation of the role-play but does not participate in it. They observe the role play and take notes, as well as offer commentaries to be shared afterwards with the participants)
- Trainer explains to participants that they have 10 minutes to prepare for the role-play scenario and 7 minutes to present it. They then ask the observer to provide constructive criticism.
- After finishing the role play and commenting on it, the trainer discusses the scene that was presented and its content.
- Finally, the trainer displays the slideshow on “before, during, and after a house visit”



Stage 5: (60 minutes):

Applying “GATHER” methodology while doing interpersonal communication activities approved in communication programs for behavior change.”

Trainer displays a reminder of slide showing the different components of society (three levels).

- Trainer displays slide showing activities applied by the frontline worker: awareness workshops and house visits, in which the GATHER methodology is applied.
- Trainer explains GATHER methodology steps.
- Trainer organizes an exercise about GATHER:
 - Six participants pick six different colors, whereby each color symbolizes one Step of GATHER: a color for G, a color for A, a color for T, a color for H, a color for E, and a color for R. Each of the six participants will play the role of the frontline worker.

- The participant playing the role of frontline worker picks someone with whom to conduct the GATHER roleplay exercise and who will play the role of the beneficiary. An observer who will be watching the application of the GATHER methodology is also chosen, this time by the participant playing the role of the beneficiary. (10 minutes)
- Then the six teams of participants take some time to prepare for one of the steps of GATHER methodology (7 minutes)
- They act out the role of a frontline worker conducting a house visit that includes the application of the GATHER methodology (2 minutes).
- Observer then gives their assessment (2 minutes)
- Trainer offers comments after each presentation and briefly discusses the importance of their work in the field as frontline workers with an emphasis on selecting the appropriate message that corresponds to each stage of change (3 minutes)

The steps of “GATHER” methodology

- G - Greet
- A - Assessment/Ask
- T - Tell
- H - Help
- E - Explain
- R - Return

GREET

- Communication through eye contact
- Using the customary greeting method used by the target audience
- Positive tone of voice
- Sit calmly in the place where you are invited.
- Introduce yourself.
- Introduce the organization you work for, the nature of its mission, and the issues that concern it
- Start the conversation with a general and simple sentence

ASK/ASSESSMENT

- Ask the host to speak first by introducing themselves and offering their priorities
- Slowly start introducing behavior change
- Use open-ended questions to know more about your host
- Use closed-ended questions to gain specific information
- Avoid definitive questions
- Listen carefully
- Make sure that you:
 - Communicate through eye contact. Sit at the same level as the speaker.
 - Show concern to what is being said, through verbal and non-verbal communication skills
 - Refrain from interrupting
 - Observe the participants and the environment

TELL:

Provide information about the objective of the session and what kind of help can be offered

- Provide information on the topic of the session according to the needs of the individuals, based on their previous knowledge.
- Allow the individuals to raise questions and inquiries.
- Use simple and clear language, while refraining from any technical terminology
- Encourage the sharing of opinions to know which stage of behavior change they currently belong to
- Correct any misconception and provide solutions to problems.

HELP

in suggesting different options, their outcomes, by discussing them and then setting goals.

- Present various options and their outcomes, then discuss them
- Helping the individuals in setting goals, commensurate with their abilities
- Always offer them hope

EXPLAIN

Detailed explanation of the process of behavior change and the available supporting services.

- Explain the process of behavior change
- Use available educational and information resources
- Train on the skills needed to acquire the new behavior change

RETURN:

Come back for follow-up

Repeat the visit at a later time to check on the process of behavior change and to provide continuous support for those who adopted the new behavior



Stage 6: (2 minutes)

**Summary points of the session**

The trainer displays the main points that have been discussed during the session:

- The basic concept of interpersonal communication and its importance in the promotion of positive behavior.
- Interpersonal communication skills and the ability to apply them according to the GATHER methodology.

**Necessary equipment**

- PowerPoint (using CD)
- Examples of communication
- Case Study
- Color cards
- Training and audio-visual equipment: overhead projector, computers, stationery, flipchart, color pens, post-it paper.

Day 2

Session 4: Concepts and tools for community mobilization



The detailed objectives of the session:

At the end of the session, each participant will be able to:

- Define community mobilization.
- Identify the key components of community mobilization.
- Share a common understanding of the concept.
- Identify the three elements for the success of community mobilization
- Know how to provide all of these factors



Duration of the session: two hours



Number of participants: 20 participants



Session agenda:



Stage 1: (2 minutes)



Present detailed objectives of the session:

Trainer presents the objectives of the session.



Stage 2: (10 minutes)



“Community Mobilization”

Collective brainstorming and discussion:

- Trainer starts brainstorming and begins by asking: “What comes to mind when you hear the words ‘community mobilization’?”
- Trainer writes down all the answers without interrupting.
- Trainer facilitates a general discussion to highlight the main elements (keywords) related to this concept.
- Agreement on these elements.
- The trainer asks the main group to choose 3 or 5 people to draft a definition and present it to the main group for approval.
- Trainer then compares the results with the definition (scientific) and provides the conclusion.

Points for discussion: Is there a difference between community mobilization and community development?

If yes, what is the relationship between them?

Is it possible to mobilize people without participating? If not, how can we organize this participation effectively?



Community Mobilization

Definition

Community mobilization is a form of an organized collective, political, and scientific action that aims to provide solutions for a particular problem

And/or

Building societal consensus on a specific issue (right, problem, health message, movement, protest)

And/or

Pressuring the decision-makers who are responsible for the problem.

And/or

Supporting anticipated projects or development programs that ensure sustainability.

In the context of Syrian refugees in Lebanon in 2015, for example, it can be applied as follows:

By mobilizing the host Lebanese community to host the Syrian refugees, or mobilizing the Syrian refugees themselves to be part of an organized group that seek to spread specific information related to certain issues such as immunization, while motivating their community to come up with solutions or alternatives.

Subjects that could be tackled may entail immunization of children less than five years with basic vaccinations which are available in healthcare centers and are free of charge. Women refugees can be involved in the dissemination of information and motivation among their peers. Children of ages 9-11 can be also part of these tasks.

Furthermore, one can propose organizing the refugees in specific groups based on their age or location in an effort to communicate with the decision-makers in related international aid organizations and to put pressure on them to endorse a demand or a specific right.

It is also important to pay attention when dealing with women due to cultural sensitivities. Sometimes this is dealt with by grouping women together or assigning female fieldworkers to deal with them.

Finally, due to various reasons, including religious and some of which are community-cultural, it should be noted that the participation of women refugees as well as Lebanese women from rural communities (most often) in public decisions and community or political activities remains unfortunately limited. The social activist in this case is not in charge in changing that, since neither the time nor the framework nor place nor the conditions, are favorable.

It is useful to rationalize efforts and focus on enhancing the participation of women as much as possible to achieve the goal without causing damage.

It is more useful to focus on enhancing women's participation as much as possible, in order to achieve the goal without causing any harm.



Stage 3: (60 minutes)



“Conditions for success”

Case Study

- Trainer begins with an introduction about the importance of providing the necessary factors for success to mobilize the community.
- Trainer distributes an actual case that took place in one of the informal settlements
- Trainer divides the main group into working groups and asks them to study and discuss the case in question.
- Each group then presents their results.
- Trainer concludes with conditions for success.

Case Study

“An example from Lebanon: one of the international organizations and as part of its relief efforts, installed large water tanks in five refugee settlements in the communities they work with. The organization was keen on installing four large reservoirs in a camp that is divided into two parts, grouping A and grouping B.

It has also installed showers and washbasins with sink for each group of the five tents.

After a period of time, the people responsible of the project noted the following in three of the five groupings:

1. No one cleans the bathrooms until a problem occurs or one of the people in charge of the help aids shows presence.
2. Most of them still don't use the bathrooms (from different age groups and genders).

Questions:

What are the reasons behind these behaviors?

What steps should have been done?



Points for discussion:

Is the goal of community mobilization an end, or simply a means to an end? If it is a means, what can be done to assure the success of such an effort?

Conditions for success and/or effectiveness

- 1- Readiness: Does the local community acknowledge the presence of a problem and the need for change?

Example:

Is there a collective sense among the people of the importance of not burning garbage because of the damage it causes to people's health and the environment?

Do people share the idea that the incorrect disposal of sewage can lead to epidemics?

Do the majority of the people believe that there is a need to change the way they use water—to conserve it and prevent it from spreading disease?

Are the refugees of a certain camp ready to talk about the issue?

If the answer is negative, then the initial effort should involve raising awareness by all means available.

- 2- Activating factor: Is there an incident or person that can motivate and create the desire for change now?

Example:

The stench of garbage that piled up in the streets of Beirut sparked intense protests by various segments of society.

The killing of a woman in cold blood at the hands of her husband also prompted a wave of sympathy that contributed to passing the Domestic Violence Act in Lebanon.

After the spread of a contagious skin disease in one of the refugee communities, the municipality contacted the Health Ministry and requested medication. Then, the municipality distributed the medicine to the refugees and trained them on how to use them with the help of the Lebanese Red Cross. (The skin disease was the activating factor, because it created a serious concern in the host community that its spread might affect them, and as a result, they pressured the municipality to take action).

- 3- Supporting environment: Do the current political, legal, security, and social systems help in bringing about the desired change?

Example:

Some current political systems continue to be unsupportive of the goals of the protests against oppressive issues.

There was a draft law on domestic violence with the relevant parliamentary committee. After the recent incident, the committee stepped up its efforts and passed the law.

The municipalities are following up with sewage disposal to prevent any violations.

International agreements oblige the Lebanese government to cooperate for the purpose of admitting refugees into the country and allow relief organizations to directly work with them.

Stages of community mobilization

The process of community mobilization is comprised of five stages, which are:

- Knowing the community
- Spreading information related to the topic and forming a working group to follow up
- Communicating with the local community for the purpose of building trust and partnership
- Setting different work plans
- Building alliances, amending work plans, enforcing them, and then starting the work.



Stage 4: (3 minutes)



Summary of main points in the session:

Trainer presents the main point that have been discussed

- Define community mobilization
- Identify the key components community mobilization
- Create a common language about the concept
- Identify the three elements for the success of community mobilization (preparation, activation, and supportive environment)
- Know how to provide all of these factors



Necessary equipment

- PowerPoint (using CD)
- Training and audio-visual equipment: Overhead projector, computers, stationery, flipchart with paper, color pens, post-it papers.

Session 5: Adult learning and active and interactive methods in leading a discussion



The detailed objectives of the session:

At the end of the session, each participant will be able to:

- Define adult learning.
- Identify the principles of adult learning.
- Compare the traditional method with the active method.
- Lead a discussion using 3 active and interactive methods.



Duration of the session: one hour and a half



Number of participants: 20 participants



Session agenda:



Stage 1: (2 minutes)



Presentation of detailed objectives of the session:

Trainer presents the objectives of the session.



Stage 2: (20 minutes)



“Adult learning”

Individual exercise on the concept of adult learning:

- Trainer distributes the following list to the participants:
- Adult learning is...
 - Raising the interest of the participant and motivating them to learn
 - Building upon the shared experiences of the participant, and linking the content to their own reality
 - Engaging the participant in the stages of preparation, implementation, and follow-up.
 - Giving information they can use in their practical lives
 - The promotion of dialogue, discussion, application, and experience
 - Recognizing mistakes and learning from them
 - Providing content in a systematic sequential and clear manner
 - Relaying information and skills directly to participant
 - Determining the content depending on the needs of the participants, their situation and expectations
 - Developing through practice
- Trainer asks each participant choose a phrase that they see as most suitable for the concept of adult learning.
- Trainer asks participants to read out their phrases, and explain why they chose it
- Some participants read their phrases and explain the reasons for their choices based on their experiences and points of view
- Trainer discusses the different views and concludes that all statements contained in the list meet the principles and concepts of adult learning
- Trainer shows slides on the principles of adult learning



Stage 3: (20 minutes)



“Comparison between the traditional and active learning approach.”

A group exercise: Comparison table

- Trainer gives each participant a table that compares the traditional and active learning approach
- Trainer explains that each group must fill in the blanks under the active learning approach after reviewing what is written under the traditional learning approach.
- Trainer divides the main group into 4 small equal groups.

A comparison between the traditional and active approach

Comparison	Active learning approach	Traditional learning approach
Participant's personality		Subsidiary
Information		Information from trainer
Focus		On training material
Learning atmosphere		Official, trainer's authority
Needs assessment		Through trainer
Teaching methods		Relies on the transfer of knowledge
Evaluation		Through trainer
Time frame		Ends at a specific time

- Upon completion of group exercise, trainer opens the discussion and asks each group to present their result.
- Trainer concludes by presenting slides on the comparisons and results and the importance of the active approach in the process of adult learning.

Comparison	Active learning approach	Traditional learning approach
Participant's personality	Somehow independent	Subsidiary
Information	Involved in the search for information	Information from trainer
Focus	On issue or problem	On training material
Learning atmosphere	Informal, appreciation and respect, participation and cooperation	Official, trainer's authority
Needs assessment	Through participation	Through trainer
Teaching methods	Relies on urging the participant to search for information	Relies on the transfer of knowledge
Evaluation	Through participation	Through trainer
Time frame	Ongoing	Ends at a specific time



Stage 4: (5 minutes)

Display active and interactive methods that can be used in leading a discussion and managing awareness workshops

- Trainer presents some active and interactive methods, namely:
 - General discussion
 - Group work
 - Role-play
 - Documentary and discussion
 - Simulation
 - Posters and pamphlets



Stage 5: (10 minutes)



Explaining the group work method:

- Trainer poses the question: How do you apply the group work method in awareness sessions?
- Trainer writes answers on the flipchart and concludes with the later the stages of the application of group work, its importance, and conditions for its success.



Group Work

Group work is based on the division of a large group into small working groups that discuss a particular issue or a particular aspect of it.

This group work method involves the following stages:

First phase:

- Trainer explains to the group the topic to be discussed by the groups.
- Trainer explains how the method works, its stages, and the time allocated for each stage:
 - The large group is divided into small groups, each of which will have one or more questions to address (the time allotted for each group is 20 minutes, for example).
 - Each group will choose a facilitator to moderate the discussion, keep time, and ensure the participation of all members of the group.
 - Each group will choose a representative to present the results by providing a summary of the main ideas (the allotted time to present the results is 3 minutes, for example).

- A summary of the main ideas and general discussion will be provided at the end of the group work.
- The first group can answer a specific question; the second group can answer another question... (Alternatively, the same question can be addressed by all groups to enrich the discussion and deepen participants' understanding)
- Trainer ensures that the information and work method are clear to all.
- Trainer divides up the groups either voluntarily or according to training situation and the overall purpose of the activity.

Second phase:

- Groups are divided, work begins, and the trainer moves between the small groups:
 - To answer questions and offer clarifications
 - To help the group if it is facing difficulties
 - To ensure everyone's participation and encourage it
- Trainer announces the end of the allotted time for all groups.

Third phase:

- After the conclusion of group work, the representatives from each group present the results of their work.
- After the conclusion of presentations, the trainer moderates the discussion and helps in synthesizing results leading to conclusions or recommendations.

Group work is particularly important for the following reasons:

- Enhances problem-solving skills, critical thinking, communication, and leadership
- Encourages the participation of individuals who find it difficult expressing themselves in front of large groups
- Helps participants exchange ideas and share experiences
- Promotes group work
- Participants are given greater responsibility through the learning process independent of the facilitator



Stage 6: (15 minutes)



Explaining the role-play method

- Trainer poses the question: How do you apply role-play in awareness and other types of training workshops?
- Trainer records answers on the flipchart and conclude with the later stages of the role-play method, its importance, and conditions for its success.



Role-Play

Volunteer participants engage in role-play activities by acting out a particular role. The trainer manages the discussion about attitudes or behaviors exhibited by the characters involved, in order to reach the final conclusion related to the objectives of the session. The stages of role-play include the following:

Before starting the training session:

- Determine the objective of the role-play
- Determine the theme and approximate duration of the role-play

During the training session:

First phase - Prepare the participants to role-play:

- Ask the participants to volunteer for the role-play
- Explain to them the roles they will be performing without providing details, and give them some time to prepare outside the main training room (it is possible to provide some details about the role in case there is a need to emphasize a certain attitude or issue).
- During this time, ask the large group to observe what will happen during the role-play, while highlighting elements to be observed or provide them with an observation card. The large group may also be divided up, whereby some participants are asked to observe certain characters or elements in the role-play.

Second phase - Role-Play:

- Volunteers engage in role-play activities and interact in front of the large group. They try to act like the characters they were asked to impersonate without interference.

Third phase:

- At the end of role-playing, thank the volunteers who performed the roles.
- Ask the volunteers how they felt during the role-play.
- Remind the large group that their interventions should address the role and not persons.
- Begin to analyze the behavior and content based on the interventions of participants.
- Moderate the discussion with the participants.
- Provide final conclusions and encourage participants' contributions.

Role-play is particularly important for the following reasons:

- Reveals the attitudes of participants on certain issues
- Shows how participants behave in a particular situation
- Allows participants to apply a certain skill in a safe and comfortable atmosphere
- Develops interactive and communication skills
- Develops new skills and changes attitudes
- Tests peoples reactions
- Encourages creativity and participation



Stage 7: (15 minutes)



Explain the method of presentation and discussion of posters and pamphlets

- The trainer poses the question: How do you apply the method of presentation and discussion of posters and pamphlets in awareness and other sessions?
- The trainer writes down the answers on the flipchart, concluding with the later stages of the application of the method of presentation and discussion of posters and pamphlets, its importance, and conditions success



How to use information, education, and communication materials such as posters and pamphlets

- **Definition of posters and pamphlets:**

They are publications made of paper to be displayed or distributed in public or private places to convey certain information, such as advertising for an event or activity, announcing a public invitation, or promoting an awareness message. In the framework of a behavior change communication program, these publications are considered information, education and, communication (IEC) materials because they deliver messages on a personal, community, and mass communication level.
- Do not use these IEC materials as an alternative to communicate with the fieldworker, but rather as a support tool to deliver the message.
- The fieldworker should have good knowledge of the content of IEC materials to be able to make use of them, and to promote the intended message during interpersonal communication sessions. Understanding the content requires time and effort.
- The fieldworker should use posters and pamphlets with easy content for the audience to understand, taking into account language difficulties, complex charts, the compatibility of graphics with the cultural environment, and the appropriateness of the theme of the message with the needs of the audience. It is important that the content of the message be compatible with the culture and capacity of the audience.
- In the context of interpersonal communication, the fieldworker should explain the content of the posters and pamphlets before distribution, to ensure that the audience understands it and interacts with the intended message.
- A behavior change communication program usually provides IEC materials related to the behavior it is addressing. However, in the absence of such materials, and if the fieldworker needs to find materials from outside the program for use during communication activities, the below points should be taken into account:
 - Avoid use of an excessive number of materials to avoid overwhelming the audience
 - Select materials that reflect the main points of the message, using a clear layout, pleasant colors, and a simple style.
 - Choose content that includes graphics and photos, as well as writing using simple language.
 - Choose materials that are audience tested before the printing and distribution in large numbers.
 - Make sure the posters are large enough to be seen clearly from a distance.
 - Text should be displayed at eye level to facilitate reading.

- **Posters:** Posters are used to spread awareness among a group, community, and at mass level, and to provide logistical information such as hotline numbers or addresses of places where certain services are provided. Materials printed in high quality or large sizes may be costly, but the price of simple posters is usually reasonable. The following is a list of some places where posters may be displayed on walls or doors:
 - Classrooms
 - Waiting rooms, doctor's office, health centers, and clinics
 - Social centers
 - Bus and train stations
 - Grocery stores, supermarket
 - Any place where people stand in a queue
- **Pamphlets:** Brochures and pamphlets are very useful tools at the individual and group level, especially if they are used properly and contain clear content. The cost of brochures is relatively low due to their small size and simple design. They are useful on the community and mass level because they can be easily distributed to the public. However, the distribution of large numbers, in thousands, without a powerful message or follow-up may be a waste of resources.



Stage 8: (3 minutes)



Summarize the main points of the session

The trainer presents the main point to be discussed during the session:

- Definition of adult learning.
- The principles of adult learning.
- Comparison of traditional and active approaches.
- 3 phases of active and interactive approaches in leading a discussion.



Necessary equipment

- PowerPoint (using CD).
- "Choose words" exercise equal to the number of participants.
- Comparison table between approaches equal to the number of participants.
- Training and audio-visual equipment: overhead projector, computers, stationery, flipchart with paper, color pens, post it papers

Session 6: Basics of planning, evaluation, and implementation of awareness campaigns



The detailed objectives of the session:

At the end of the session, each participant will be able to:

- Identify the roles of a frontline worker before, during, and after the awareness session.
- Develop an awareness session plan.



Duration of the session: one hour and a half



Number of participants: 20 participants



Session agenda:



Stage 1: (2 minutes)

Presentation of detailed objectives of the session:

- The trainer presents the objectives of the session.



Stage 2: (45 minutes)

“Role of frontline worker before, during, and after the awareness session”

Group work method:

- Trainer explains that the main group will be divided into 3 small equal groups, whereby the first group examines the role of the frontline worker before the awareness session, the second group examines the role of the frontline worker during application of the awareness session, and the third group examines the role of frontline worker after the awareness session.

- Then the trainer divides the main group into 3 small equal groups.
- Each small group works separately for 10 minutes.
- Then each group presents their results
- After the presentation of the results by each group, the trainer opens up the discussion to other groups to offer additional ideas.
- Trainer shows slides on the stages of awareness sessions



Tools in the planning and implementation of awareness sessions

Tool to ensure readiness before, during, and after an awareness session

1- Before the implementation of the session:

- Objectives, content, and methodology:
 - Objectives of the awareness session are ready and drafted before implementation
 - Content of the awareness session is ready and laid out in detail
 - Session methodologies have been designated
 - Familiarity with the principles of using interactive methods
 - Awareness session plan is ready (objectives, main topics and detailed description, methodology for each theme and sub-theme, duration of each session and related activity, number of participants, place, name of field worker, tools and equipment needed)
- Participants:
 - Number of participants in the session
 - Educational and professional background as well as the experience of the participants
- Logistical arrangements:
 - Ensure the venue is clean and tidy
 - Make sure that the seats in the room are arranged according to the session plan
 - Ensure proper ventilation, heating, and lighting in the venue
 - Prepare all necessary equipment and supplies for the session
 - Secure the necessary audio-visual devices to be used during the session

2- During the implementation of the session:

- Methods and facilitation skills for the management of the session:
 - Use of interactive methods that encourage the engagement of participants
 - Allow participants to ask questions
 - Show respect for the participants
 - Set the pace of the session in a way that is acceptable to the participants
 - Adopt active and engaging methods
 - Present and explain the information clearly
 - Speak clearly and loudly
 - Maintain self-control during discussion
 - Make eye contact with all participants
 - Try to address participants by name
 - Maintain a good posture throughout the session
 - Move around in an appropriate manner to avoid distraction
 - Use non-verbal communication
 - Use positive facial expressions
 - Be dynamic and energetic
 - Adhere to the time allocated for each activity
- Content of the session:
 - Explain clearly the objectives of the session
 - Make sure to be well versed in the subject at hand and acquire related knowledge and information
 - Commit to the objectives and content of session
 - Adjust the information according to the participants
 - Provide new information for participants
 - Summarize the content of the session at the end
- Explanatory tools:
 - Proper use of audio-visual tools
 - Proper use of other means of clarification
 - Provide additional publications and other educational materials about the topic being discussed

3- After the implementation of the session:

- Tidy up the venue after the departure of participants
- Conduct a self-assessment of the session performance (content, methodology, use of tools)
- Evaluate the information, attitudes, or skills acquired by participants after the session or after a series of related sessions
- Take the necessary decisions to improve your performance and enhance the content of the session in the future



Stage 3: (35 minutes)



“Awareness session plan”

- Trainer poses the question: What are the components of the awareness sessions plan?
- Trainer lists answers on the flipchart.
- Trainer concludes with the components of awareness session plan and formulates them with the participants in a particular order:



Stage 4: (3 minutes)



Summarizing main points in the session

The trainer presents the main points that have been discussed during the session:

- Identify the roles of the frontline worker before, during, and after the awareness session.
- Developing an awareness session plan.



Necessary equipment

- PowerPoint (using CD).
- Training and audio-visual equipment: overhead projector, computers, stationery, flipchart with paper, color pens, post-it papers

Day 3

Session 7: Basics of planning, implementation, and evaluation of home visits



The detailed objectives of the session:

At the end of the session, each participant will be able to:

- Identify the roles of a frontline worker before, during and after a home visit.



Duration of the session: one hour and a half



Number of participants: 20 participants



Stages of the session:



Stage 1: (2 minutes)



Presentation of detailed objectives of the session:

Trainer presents objectives of the session.



Stage 2: (one hour, 20 minutes)



Identify the roles of a frontline worker before, during, and after a home visit”

Group work method:

- Trainer divides main group into 3 small working groups, whereby the first group examines the role of the frontline worker before the awareness session, the second group examines the role of frontline worker during application of the awareness session, and the third group examines the role of frontline worker after the awareness session.
- Then the trainer divides the main group into 3 small equal groups.
- Each small group works separately for 15 minutes.



- Then each group presents their results
- After the presentation of the results, trainer opens up the discussion to other groups to offer additional ideas.
- Trainer finally projects slides on the stages of awareness sessions

Tools in the planning and implementation a home visit

Preparation for a home visit:

1- Setting objectives for the communication activity:

- Conduct a certain number of home visits during a specified period of time

2- Detailed planning for a communication activity:

- Be equipped with needed interpersonal communication skills (see p.22)
- Make sure to have enough knowledge about the concept of “Stages of Behavior Change” (see p. 8)
- Make sure to have enough knowledge about appropriate communication strategies for each stage of behavior change (see p.41)
- Adopt the GATHER methodology to convey behavior change messages (see p. 36)
- Make sure to have enough knowledge about the behavior change messages:
 - Official content of the message
 - Accurate understanding of the subject matter
 - Context and background for developing the behavior change message (What is the problem?)
 - Benefits of change
 - Obstacles to change
 - Misconceptions about the required behavior change
- Prepare all educational and information communication materials (see p. 24)
- Compile basic information about the audience
- Be aware of other services available through the program
- Get familiarized with the characteristics of the area where the home visits will take place

3- Thoroughly review the principles of dealing with the audience during home visits

- Accept people and avoid being judgmental
- Allow the audience to act independently
- Provide an atmosphere of partnership
- Make people feel positive about themselves
- Play the role of facilitator rather than that of the “professional”
- Be flexible when handling issues the audience view as priorities
- Be resilient with unexpected situations
- Ethical principles
 - Respect
 - Maintain privacy and confidentiality
 - Take into consideration the distressful conditions of the audience
 - Ensure fairness (avoid discrimination, bias, or exclusion)
 - Attempt to reach the most vulnerable groups
- Thank the people participating in the home visit

During the home visit

Follow the steps of the GATHER methodology:

G - Greet

A - Assessment/Ask: Ask in order to assess the stage of change and level of knowledge in general

T - Tell: Give information about the purpose of the meeting, and the support and help that can be provided

H- Help: Assist in the presentation and discussion of possible options and their consequences

E - Explain: Provide detailed explanation about the process of behavior change, and services available that support change

R - Return: Return later for follow-up

See p. 36 for full details on steps of the GATHER methodology

After completion of the home visit:

1- Record any observations about the home visit, for example:

- If there is a need for more time with a certain family
- If there is a need for more brochures or material to be distributed to all members of the family
- If the training of family members on the new behavior is much more difficult than expected, and if there is a need to return a second time for training (for example: training on how to breast-feed or wash hands)
- If the education and information communication materials available are not appropriate for the target audience (the difficulty of the language used, complex graphics, etc.)

2- Record activities in the timetable:

- Register all the visits that were made according to day and time, as well as duration

3- Confirm that you are returning to follow up on the process of behavior change with the family that you communicated with during the home visit



Stage 3: (3 minutes)



Summarizing the main points of the session

The trainer presents the main points that have been discussed during the session:

- Identify the roles of the frontline worker before, during, and after home visits



Necessary equipment

- PowerPoint (using CD).
- Training and audio-visual equipment: overhead projector, computers, stationery, flipchart with paper, color pens, post-it papers.

Session 8: Preparation of simulation by the participants after the distribution of roles



The detailed objectives of the session:

At the end of each session, each participant will be able to:

- Apply simulation related to the management of awareness workshops, home visits, or community mobilization.



Duration of the session: one hour and a half



Number of participants: 20 participants



Session agenda:



Stage 1: (5 minutes)



Presentation of detailed objectives of the session:

- The trainer presents the objective of the session.



Stage 2: (10 minutes)



- Trainer explains the role-play method.
- Trainer explains that the evaluation of the simulation will be based on the criteria that were described in the previous sessions.
- Trainer divides the participants into groups and assigns a certain role play.

Roles to be implemented:

- Group to prepare the following simulation: General discussion method during the management of awareness session
- Group to prepare the following simulation: Working group method during the management of awareness session
- Group to prepare the following simulation: role-playing method during the management of awareness session
- Group to prepare the following simulation: presentation method during the management of awareness session
- 3 groups to prepare the following simulation: application of home visits to different subjects
- 3 groups to prepare the following simulation: the application of the concepts and tools to mobilize the community



Stage 3: (one hour and 15 minutes)



“Preparing for simulation”

- Each group prepares independently for the simulation details presented by one of its members.
- Trainer moves between groups in order to assist and answer questions.

Session 9: Simulation by participants about awareness session management



The detailed objectives of the session:

At the end of the session, each participant will be able to:

- Apply awareness session, respecting the criteria of its management.



Duration of the session: one hour and 40 minutes



Number of participants: 20 participants



Session agenda:



Stage 1: (5 minutes)

Presentation of detailed objectives of the session:

- Trainer presents the goal of the session.



Stage 2: (20 minutes)



- Application by the first group's representative: General discussion method during the management of awareness session
- After the completion of the simulation, trainer asks participant to conduct a self-assessment based on the list of indicators contained in the sixth session plan.
- After the completion of self-assessment, the trainer assesses the simulation based on the list of indicators that have already been explained in the sixth session.



Stage 3: (25 minutes)



- Application by the second group's representative: Working group method during the management of awareness session
- After the completion of the simulation, trainer asks participant to conduct a self-assessment based on the list of indicators contained in the sixth session plan.
- After the completion of self-assessment, trainer assesses the simulation based on the list of indicators that have already been explained in the sixth session.



Stage 4: (25 minutes)



- Application by the third group's representative: role-play method during the management of awareness session
- After the completion of the simulation, trainer asks participants to conduct a self-assessment based on the list of indicators contained in the sixth session plan.
- After the completion of self-assessment, the trainer assesses the simulation based on the list of indicators that have already been explained in the sixth session.



Stage 5: (20 minutes)



- Application by the fourth group's representative: presentation method during the management of awareness session
- After the completion of the simulation, trainer asks participant to conduct a self-assessment based on the list of indicators contained in the sixth session plan.
- After the completion of self-assessment, the trainer assesses the simulation based on the list of indicators that have already been explained in the sixth session.



Stage 6: (5 minutes)

- General discussion with the participants about the methods that have been applied and the skills necessary for frontline worker in leading an awareness session.



Necessary equipment

- Training equipment: overhead projector, computers, stationery, flipchart with paper, color pens, post-it papers.
- Sample evaluation form of leading an awareness session

Day 4

Session 10: Preparation of simulation of conducting a house visit



The detailed objectives of the session:

At the end of the session, each participant will be able to:

- Conduct house visits while respecting the criteria discussed



Duration of the session: one hour and a half



Number of participants: 20 participants



Session agenda:



Stage 1: (5 minutes)



Present detailed objectives of the session:

Trainer presents the objectives of the session.



Stage 2: (25 minutes)

- Application by the representative of the first group: a house visit with a specified goal.
- After the completion of simulation, the trainer asks the participants to conduct self-assessment.
- After completing the self-assessment, trainer assesses the simulation based on the indicators of the seventh session plan.



Stage 3: (25 minutes)



- Application by the representative of the second group: a house visit with a different goal.
- After the completion of simulation, the trainer asks the participants to conduct self-assessment.
- After completing the self-assessment, trainer assesses the simulation based on the seventh session plan.



Stage 4: (25 minutes)



- Application by the representative of the third group: a house visit with a different goal from the first and second groups.
- After the completion of simulation, the trainer asks the participants to conduct self-assessment.
- After completing the self-assessment, the trainer assesses the simulation based on the seventh session plan.



Stage 5: (10 minutes)



General discussion about the methods that were applied, in addition to the skills of the frontline worker in carrying out house visits.



Necessary equipment

- Training and audio-visual equipment: overhead projector, computers, stationery, flipchart, color pens, post-it papers
- Sample evaluation form for a house visit.

Session 11: Simulation by the participants about applying the tools for community mobilization



The detailed objectives of the session:

At the end of the session, each participant will be able to:

- Know the tools of participatory drawing of a community map
- Practice these tools
- Conclude with the benefits of these basic tools



Duration of the session: one hour and a half



Number of participants: 20 participants



Session agenda:



Stage 1: (5 minutes)



Present detailed objectives of the session:

- Trainer presents the goal of the session.



Stage 2: (25 minutes)

Practical application and discussion with the main group

- Trainer presents the topic and explains the flow of work in which the participants have to use the tools they have as if they were the target group. The results are then discussed.
- Trainer divides the men and women into separate groups.
- Trainer asks each group to choose a place where most of them live (village, city or a neighborhood in a city, or a camp)

- Trainer asks the participants to draw this place. Everyone should participate in the drawing and no one can draw by themselves.
- The groups present their drawing, and with the help of the trainer, they offer observations of the maps.
- Trainer leads a group discussion about:
 - How these tools should be used
 - Their main benefit
 - The conditions for its success

Working tools for community mapping

There are two tools in this case: first, the participatory and collective drawing of community map; second, the discussion session.

First: Participatory and collective drawing of a community map

Definition:

An activity in which people in the local community are invited to draw the map of the area where they live.

Objectives:

- To learn how people view their surroundings and to compare the different views. For example: How older people draw a map of a place, and compare it with another map drawn by women or young people.
- To indirectly introduce people to the dimensions of the place where they live, main aspects of it, and their relationship to it.
- To build an organic relationship with the people involved, allowing free, voluntary, and informal exchange of information, concerns, and interests.

Importance/Benefits:

- Allows the involvement of a large number of people in research and analysis in a very short period of time (session does not exceed an hour)
- Maps often contain a tremendous amount of useful information and are easy to make
- Maps can provide an insight into the people that created them (their concerns, interests, ideas, views of themselves, and their relationship to the space. For example: Women may draw the location of a hospital or school as the focal point of the map, while children living in a camp may draw the play area or activity tent as a central place and include more details about it than its surroundings).

Phases of participatory drawing:

<p>Phase I: Preparation</p>	<ul style="list-style-type: none"> • Who will do what? Ask questions? Take notes? Observe? • Who will provide the materials? Chalk, paper, pencils, scissors, glue/ adhesive... • Specify the groups that will take part in the exercise and gather preliminary information about them (everyone should be encouraged to participate – young and old alike) • Allocate the proper time for each exercise so as to allow an effective participation by all people,
<p>A map is a tool and not an end in itself.</p>	
<p>Phase II: Implementation</p>	<ul style="list-style-type: none"> • Address concerns wisely • Begin work • Explain why you are there • Show that you are there to learn from them • Be honest in what you say • Use simple questions to launch the drawing process, such as: - I do not know this area well, I only know so and so, can you help me?
<p>Phase III: While drawing the map</p>	<ul style="list-style-type: none"> • Do your best to have all participants share the drawing tools (power tools) and work together as well. • Do not interrupt or suggest anything. This is their “map!” • Analyze the map with them (Example: What is this? Was this thing, structure, or construction there before? Since when has it been here?) • Ask them to clarify the symbols they use to denote the different things they draw. • When you sense that there is something missing in the map, ask further questions such as: Where do you get drinking water from? Show me this on the map. • Keep a copy of the map
<p>Phase IV: After drawing the map</p>	<ul style="list-style-type: none"> • Make sure the information is correct by double-checking it and comparing it with more than one source. • Analyze the approach that was adopted/implemented



Basic questions that can be asked in the process:

- How far do people usually walk, or how often do they use a vehicle for transportation?
- Where do they usually go: Do they walk or use public transportation?
- How many times do they travel to and from home (per day, week, month, year)?
- Which group travels more than the other?



Stage 3: (10 minutes)

General discussion with the participants about the methods that were applied and the skills of the frontline worker in applying community mobilization.



Necessary tools

- Training and audio-visual equipment: overhead projector, computers, stationery, flipchart with paper, color pens, post-it papers, 3 boards of large paper, 30 big white sheets of paper, color felt markers, regular coloring crayons, wax crayons, 4 medium-sized scissors, pencils with erasers, and sharpeners.

Session 12: Future work plans



The detailed objectives of the session:

At the end of the session, each participant will be able to:

- Use the different phases of the post training plan



Duration of the session: one hour



Number of participants: 20 participants



Session agenda:



Stage 1: (5 minutes)



Present detailed objectives of the session:

- Trainer presents the goal of the session.



Stage 2: (55 minutes)

- Trainer presents a draft of the future plan for follow-up after the training workshop explaining the main action plans as well as specifying the roles of the frontline workers and the tasks of the follow-up team.
- Trainer discusses the plan with the participants, amending it if necessary.
- Trainer and the participants agree on the final plan after amendments.



Necessary tools

- Training and audio-visual equipment: overhead projector, computers, stationery, flipchart with paper, color pens, post-it papers.

Final session plan



The detailed objectives of the session:

At the end of the session, each participant will be able to:

- Perform the post-test
- Evaluate the workshop.



Duration of the session: 45 minutes



Number of participants: 20 participants



Session agenda:



Stage 1: (10 minutes)

Applying the post-test



- Trainer distributes the post-test, which is similar to the pre-test that was filled out in the opening session.
- Trainer collects the post-test from the participants before distributing the final evaluation form for the training workshop.



Stage 2: (10 minutes)



Trainer distributes final evaluation forms.

- Trainer distributes final evaluation form to be individually filled out.
- Trainer collects the filled out forms from the participants.



Stage 3: (15 minutes)



General discussion with the participants about the training workshop

- Trainer asks the participants about their opinion regarding the training workshop in terms of content, style, and general atmosphere.
- Trainer writes down notes and advice as well as the strengths of the workshop.



Stage 4: (10 minutes)



Distributing the certificates of attendance

- Trainer distributes certificates of attendance
- Trainer thanks everyone for participating in the workshop and wishes them a fruitful future.



Necessary tools:

- Training material: certificates of attendance, evaluation forms, pre- and post-tests, flipchart, paper and pens.
